Name: Raisa Maruri

Level: Pre-K/ Kindergarten (5-6 years old)

Group size: 6:1:1

Name of lesson/Experience: How can we save or waste water? Let’s explore ways to save or waste water!

Date: 04/02/2016

**Rationale:**

The focus of this lesson strengthen student’s knowledge about the importance of saving water and help them identify ways of saving and wasting water. Lesson will focus on hands on exploration of real materials and experiments as well the use of academic vocabulary such as: Water, wet, liquid, essential, save, waste, faucet, gallon, cups, and funnel. Following this lesson, students will be able to use appropriate vocabulary to describe when water is saved or wasted.

**Lesson Objective:**

At the end of this lesson, students will be able to identify 3 ways to save and waste water with 80% accuracy

**Content objectives:**

Children will be able to identify ways to save water

Children will be able to identify ways to waste water

Children will be able to measure the amount of water is wasted while leaving the water running during hand washing procedures.

**Language objective**: STD L.K.1b

Children will use frequent occurring nouns and verbs in oral conversation

**Literacy/Vocabulary/Academic Language:** Water, liquid, wet, essential, save, waste, gallon, cup, and funnel.

**Standards:**

**CCSS. Approaches to Learning: PK Curiosity and Initiative**

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences**.**

b) Express an interest in learning about and discussing a growing tang of ideas.

f) Seeks out activities and materials that support his/her curiosity

g) Willingly engages Thinking in new experiences

**CCSS Science. PK. Scientific Thinking**

**1. Asks questions and make predictions based on observations and** manipulation of things and events in the environment.

1. Uses sense to gather, explore, and interpret information
2. Manipulated and observed objects in his surroundings to develop conclusions

**Essential questions:**

What did you do when you wake up this morning? Did you brush your teeth? Did you use the bathroom? Did you use water? Do you know that water is essential for people, plants, and animals to stay alive? Do you know that there are ways we can save water? Do you know that are ways we can waste water?

**Link to Prior Knowledge:**

Have you seen water before? What do you know about water? What do you do with water? Have you heard about saving or wasting water?

Today, you need to listen carefully and pay attention because we will learn about ways we can save or waste water!

**Resources and materials:**

* Container with water
* Vocabulary chart with visuals
* Chart paper
* Crayons
* Container with water
* Empty gallon of water
* Empty bucket
* Funnel
* Cup
* Classroom sink
* Sink stopper
* Water conservation animation “Lets Go Save Water”
* Waste or save picture cards
* Waste or save mats
* Scissors
* Glue
* Crayons

**Procedure:**

Teacher will:

* Have a container with water on the top of a round table
* Invite children to sit around the table
* Ask children what they see
* Read the essential questions for today’s lesson
* Invite volunteers to put one hand in the container with water
* Ask children what the water feel like
* Ask children what is water used for
* Record children’s answers on chart paper
* Introduce the vocabulary of the lesson and ask children to repeat using echo technique.
* Show an animation about how water conservation
* Divide the class into two small groups:
* Invite children to the classroom sink
* Group 1 will wash hands leaving the water running
* Group 2 will wash hands without leaving the water running.
* Collect water from the sink for each group and measure it using cups and an empty gallon.
* Pour the water collected from a gallon to a bucket and count the amount of gallons of water that were collected
* Record the amount of gallons that were saved or wasted during each hand washing procedure.
* Accommodations:
* Teacher will place children who struggle to maintain focus in a preferential place
* Teacher will model and repeat new academic language and label materials for English Language Learners.
* Teacher will model academic language objective in student’s native language when possible.

**Closing/Share Out:**

Check for understanding by having children use their own ways of expression to tell that they have learned about ways that water can be saved or wasted. Verbal children can talk about their favorite part of the lesson and answer yes/no questions about the topic. Non-verbal children can match pictures, point to pictures about ways of wasting and saving water.

Assessment Approaches:

Children will demonstrate an understanding of how water can be saved or wasted.

Grouping

|  |  |  |
| --- | --- | --- |
| Tier I  On Level Intervention | Tier II  Small group instruction | Tier III  Children who need 1:1 instruction |
| Children will classify pictures into those that show saving water and the ones that show wasting water and will glue it on waste or save mats, | Teacher will hold up a picture and ask yes or no questions:  Is this picture showing a way to save water?  Is this picture showing a way to waste water | Given a set of three pictures showing ways to save or waste water, they will match picture that show the same action. |

**Rubric**

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| --- | --- | --- | --- | --- |
| **Assessment**  **Task:**  **I Can:** | **4** | **3** | **2** | **1** |
| **Classify pictures of ways to save and waste water** | **Classified**  **Pictures into 2 categories**  **Independently** | **Classified pictures into two categories with no more than 2 prompts** | **Classified pictures into two categories with more than 3 prompts** | **Classified pictures into two categories with hand over hand support** |
| **Identify pictures of ways to waste and save water by answering yes or no questions** | **Identified pictures 3 pictures by answering**  **Yes / no questions**  **Independently** | **Identified pictures 3 pictures by answering yes or no questions**  **With 1-2 prompts** | **Identified pictures 3 pictures by answering yes or no questions**  **With more than 3 prompts** | **Identified pictures 3 pictures by answering yes or no questions**  **5 prompts or more** |
| **Match pictures of ways to save and waste water** | **Matched pictures of ways to save and waste water**  **Independently** | **Mat Matched pictures of ways to save and waste water with**  **Wit 1-2 prompts** | **Matched pictures of ways to save and waste water with**  **More than 3 prompts** | **Match pictures of ways to save and waste water**  **With five prompts or more** |

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